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ABSTRACT

This curricular unit is intended for use at the secondary level. The understandings in Topic I are organized under four main heaings: The Indigenous Population or the pre-Columbian civilizations; The Immigrants from Europe and West Africa; Slavery In Latin America during the pre-colonial and colonial periods and, Race mixture including racial types, racial policies, racial and social stratification. Topic II has four parts: The Colonial Period; Latin America and Independence; Nation Building and the Period of Anarchy; and, Cuba: A Case Study in Ideological Penetration. The main emphasis in Topic III is on the concept of identity. The concepts of race and class are briefly discussed, and a flexibile model of each is developed. The objective of Topic IV is to deal with the historical ambiguities inherent in our Latin American foreign policy, both the rationale for it, and the effects on the Latin American people. The methodology suggested for the development of the various concepts with these topics is an inductive, case study approach. There are approximately 33 pages of bibliographies of teacher and student resources on each subtopic. In addition, SO 000 350 and SO 000 351 are related documents. (SBE)

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IV Latin American History

FOUR TOPICS IN LATIN AMERICAN HISTORY:

The People
Nation Building
Race, Class, and Identity
Foreign Policy: U.S. and Latin America

By

Everett Egginton
Barbara Gill

This curricular unit was developed as a part of the work in the EPDA History Institute, "The Black Experience. A Comparative Study: The United States and Latin America," held at Smith College from June 23 to August 8, 1969. It is a first draft and has as yet not undergone classroom trial.

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IV: Barbara Gill

Everett Egginton

LATIN AMERICAN HISTORY

Topic I: The Latin American People

Introduction

A study of the Latin American people is a difficult undertaking because the variables involved are very numerous and complex. In Latin America, every conceivable cross among the three main stocks, Mongoloids, Caucasoids and Negroids, can be found. Each stock has made significant contributions to the cultural development of Latin America, the relative importance of the individual group's contribution differing from region to region.

The indigenous civilizations were at different levels of political, social and economic development prior to 1492. The arrival of the Euopean colonizer had a detrimental effect on the indigenous civilizations, and the result was demographic disaster. The indigenous civilizations were unable to adopt the white colonizers way of life, and the end result was economic, political and social annihilation.

The European immigrant prior to 1810 consisted almost exclusively of Spaniards and Portuguese. This, however, did not result in a homogenous group establishing colonies in the New World, since the population of the Iberian Peninsula was anything but homogeneous. A very diverse group of peoples had succeeded one another on the Iberian Peninsula, each contributing culturally as well as genetically to the development of an advanced society.

The other category of immigrants to Latin America in the 16th Century were the Africans brought over to the New World to be sold as slaves. The region from which the slaves were extracted comprised several highly stratified and culturally advanced societies. Despite the horror of the Middle Passage and all the other dehumanizing aspects of the institution of slavery, the contributions of the African to cultural development in Latin America are without equal.

The understandings in this topic are organized under four main headings: The Indigenous Population, The Immigrants, Slavery in Latin America, and Race Mixture.

Concepts

A few of the concepts to be introduced and developed in this unit will include:

Acculturation	Colonial	Social Race
Assimilation	Colonizer	
Civilization	Colonized	
Civilized--Uncivilized	Plantation	
Mulatto	Fazenda	
Mestizo	Hacienda	
Zambo	Agrarian	
Quadroon	Industrial	
Miscegenation	Race	

This list should provide the teacher with ideas, and additional concepts should be introduced and identified by the teacher and the class in working with Topic I.

A. The Indigenous Population

The pre-Columbian civilizations, despite many sublime and sophisticated expressions of cultural and agricultural achievements and advanced sociopolitical structures, were basically inferior to contemporary European civilization in technology and political development.

1. Description of their civilization.

   a. Arawak

   b. Carib

   c. Chibcha

   d. Araucanian

   e. Aztec

   f. Inca

   g. Maya

2. Economic, political and social structures of the above.

   a. Collectivism

   b. Theocracy

3. Extent of pre-Columbian population in the Americas.

Possible understandings to be developed:

1. Many different indigenous civilizations were at different levels of development at the same period of time.

2. There is no Amerindian prototype. There is a great difference in the racial make-up of the Amerindian groups in Latin America.

3. In technological development, all Amerindian societies were inferior to contemporary European civilizations.

4. There is no agreement as to the extent and size of pre-Columbian population in the Americas.

Bibliography - The Indigenous Population

1. Bingham, Hiram. Lost City of the Incas--The Story of Machu Picchu and Its Builder. Bib. included.

   Part I of Bingham's study deals with the historical development of the Incas and their civilization.

2. Bingham, Hiram. Machu Picchu- Citadel of the Incas. New Haven. Yale University Press. 1930.

   This volume is concerned with the remarkable hidden city of the Incas, Machu Picchu. Since the Incas left no written records, our knowledge must depend on either writings of their conquerors, or on physical evidence. This volume is useful in developing the latter approach.

3. Church, George Earl. Aborigines of South America. London. Chapman & Hall, Ltd. 1912.

   Though quite dated, there is useful information on some of the lesser known civilizations in Latin America.

4. Hopper, Janice H. Indians of Brazil in the Twentieth Century. Washington. Institute for Cross Cultural Research. 1967.

   This volume presents a clarification of Brazil Indians according to culture areas. Concise. Bib. included.

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   Erudite study of ceremonial and religious actions of different South American civilizations. Bib. included.

6. Means, Philip Ainsworth. Ancient Civilizations of the Andes. New York. Charles Scribner & Sons. 1930

Detailed historical development of the Incas and other Andean cultures. Bib. included.

7. Osborne, Harold. Indians of the Andes. Cambridge, Massachusetts. Harvard University Press. 1952.

Emphasis is on the present day descendants of the Inca, the Aymaras and Quechuas, with reference to the Inca in historical development. Bib. included.

8. Steward, Julian H. Handbook of the South American Indians. Washington. United States Government Printing Office. 1946.

Most complete treatment available. Multi-volume, useful for research in a particular area.

9. Steward, Julian H. Native People of South America. New York. McGraw Hill. 1959.

Concise treatment of various tribes in South America. Bib. included.

10. Von Hagen, Victor W. Highway of the Sun. New York. Little, Brown and Co. 1955.

The Incas constructed the greatest road in the world extending from Cuzco, Peru to Quito, Ecuador. The incredibly complex civilization of the Incas is explained by an analysis of their means of communication and transportation.

Victor W. Von Hagen is also an authority on the Mayas and Aztecs, and his works are useful.

B. The Immigrants

The immigrants to Latin America in the 16th Century can be conveniently divided into two categories: the Europeans and the Africans. The Europeans who arrived in Latin America prior to 1810 were almost exclusively Spanish or Portuguese, and the Africans were almost exclusively slaves from West Africa. By far the majority of the Africans came from the West African coast between the Senegal River in the north and Portuguese Angola in the south.

1. The European Immigrant

a. Demographic description of the European countries involved.

1. Spain
2. Portugal
3. England
4. France
5. Holland

b. Analysis of the reasons for coming to the New World.

1. Spain
2. Portugal
3. England
4. France
5. Holland

c. Analysis of the Europeans who came to the New World.

2. The African Immigrant

a. Description of West African Empires prior to slave trade.

1. The Empire of Ghana
2. The Empire of Mali
3. The Empire of Songhay
4. The Massi States
5. The Kingdom of Kanem-Bornu

6. The Hausa City - States

7. The Coastal forest kingdoms (a series of territorial kingdoms which developed out of the commercial activities stimulated by the slave trade).

a. Kingdom of Benin

b. Kingdom of Oyo

c. Kingdom of Dahomey

d. Kingdom of Akwamu

e. Kingdom of Oshanti

b. Negro culture in West Africa, and its influence on cultural development in Latin America.

c. Europe and West Africa

1. Exploration of West Africa.

2. Competition for West African slave trade.

3. Conduct of Slave Trade in West Africa.

4. The Middle Passage.

Possible understandings to be developed:

1. The Europeans who arrived in Latin America prior to 1810 were almost exclusively Spaniards or Portuguese.

2. The population of the Iberian Peninsula was not ethnically homogenous.

3. The non-Iberian European interest in Latin America was economic and was manifest in two distinct forms: smuggling and armed raids.

4. The early European migration to Latin America was predominantly male, and the lesser nobility and the younger sons of the aristocrats was predominant.

5. The history of central West Africa between the fourth and

eighteenth centuries is made up of a series of territorial empires which came about as a result of (a) emigrants from North Africa imposing their rule over the West Africans (b) indigenous groups acquiring the techniques and weapons of conquest from outsiders and successfully employing them, or (c) natural evolution. (Goode, p.5)

6. The West Africans excelled in artistic expression and they have contributed significantly to Latin American dance, music and sculpture.

7. As the demand for labor in the New World grew,the trans-Atlantic slave trade became highly competitive.

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1. Beals, Carleton. America South. London. J. B. Lippincott Co. 1937.

Chapters III, IV deal with the people of Latin America, and Chapters VI, VII, VIII deal with slavery and miscegnation. A very good general treatment. Bib. included.

2. Conton, W. F. West Africa in History.

A teachers guide to African history.

3. Crow, John O. The Epic of Latin America. New York. Doubleday & Co. 1946. Bib. included.

Good treatment of Spanish and Portuguese immigrant.

4. Davidson, Basil. The Growth of African Civilization.

Chapter 1 gives a background of West African history.

5. Davidson, Basil. The Lost Cities of Africa. Boston. Little Brown and Co. 1959.

This book is about Africa and Africans south of the Sahara Desert during the fifteen hundred years before the colonial period began. This is especially valuable for an understanding of West African culture. Special attention should be paid to chapters nine through twelve. Bib. included.

6. Goode, Kenneth G. From Africa to the United States and Then.... Illinois. Scott, Foresman and Co. 1969.

An indespensable source for high school students on the origins of the Afro-Americans and their history. Each topic has its own bibliography.

7. Griffin, Charles C. ed. Concerning Latin American Culture. New York. Columbia University Press. 1939

The following articles in this edition will prove extremely useful. Pattee, Richard F., "The Crossways of the Americas." Fernando de los Rios , "Spain in the Epoch of American Colonization." Fernando de los Rios, "The Action of Spain in America. Gilberto Freyre, "Some Aspects of the Social Development of Portuguese America." Charles C. Griffin, "The Significance of Native Indian Culture in Hispanic America."

8. Holmes, Vera Brown. A History of the Americas. New York. The Ronald Press Co. 1950.

Excellent treatment of the European base, and the establishment of European colonies. Topically oriented. Extensive bib. included.

9. Morner, Magnus. Race Mixture in the History of Latin America. Boston. Little, Brown and Co. 1967.

Brief treatment of the entire phenomenon of racial mixture in Latin America, including a separate analysis of the Iberians, the Africans and the Amerindian.

C. Slavery in Latin America

The institution of slavery in Latin America differed radically from the same institution in the United States. The nature of slavery differs in various areas for many different reasons. The institution itself is as old as man, but the forms it has taken have been very diverse.

1. Pre-Colonial slavery institutions.
   a. The Church and slavery
   b. Las Siete Partidas
   c. The Justinian Code
2. Forms of Colonial slavery in Latin America.
3. Determining factors in institutional slavery.
   a. Policies of Church
   b. Legal traditions
   c. Demographic imbalances
4. United States and Latin American slave systems: a comparison.
   a. Institutional base
   b. Slave revolts
   c. Degree of dehumanization
   d. Economic factors
   e. Traditions and needs of enslavers.

Possible understandings to be developed:

1. The variations in early Christian opinion on servitude fit comfortably within a framework of thought that would exclude any attempt to abolish slavery as an institution. (Devin, p. 93)

2. Because of the humane provisions of Las Siete Partidas, the negro slaves of Latin America have been described as beneficiaries of a tradition of legislation designed to make the best of an insidious institution.

3. The Justinian Code provided the leading justification for medieval slavery.

4. The definition of man as a moral being, and the inclusiong of the slave in Latin America in this category, was an important inclusion influence on the treatment of the slave, and the final abolition of slavery.

5. The influence of the Church on the Colonial slave system is difficult to measure.

6. There were examples of humanitarian legislation protecting the Latin American slave, but the important question is whether the humanitarian content was applied or not.

7. Negro slavery in the United States and the British Colonies was of a nearly uniform severity, whereas the Spanish and Portuguese were more liberal in their treatment of slaves.

Bibliography - Slavery in Latin America

1. Davis, David Brion. The Problem of Slavery in Western Culture. Cornell University Press. 1966.

Excellent greatment of all aspects of the problem. Special attention should be paid to Chapter four: "The Response to Slavery in Medieval and Early Modern Thought" and to Chapter eight: "The Continuing Contradiction of Slavery. A Comparison of British America and Latin America."

2. Elkins, Stanley M. Slavery: A Problem in American Institutional and Intellectual Life. New York. Grarret and Dunlop. 1963

The explanation for the difference between slavery in Latin America and the United States is presented, with a rationale provided for the differences.

3. Freyre, Gilberto. The Masters and the Slaves. New York. Alfred A. Knopf. 1956.

A social history of the influence of slavery on the development of Brazilian civilization.

4. Genovese, Eugene D. The Political Economy of Slavery. New York. Random House, Vintage Books. 1965.

Genovese argues that the premodern quality of the South was caused by the institution of slavery. Excellent thesis for comparitive purposes.

5. Goode, Kenneth G. From Africa to the United States and Then.... Illinois. Scott, Foresman and Co. 1969

Special attention should be paid to Chapter three: "Plantation Life in the West Indies."

6. Holmes, Vera Brown. A History of the Americas From Discovery to Nationhood. New York. Ronald Press Co. 1950.

Chapter seven contains an excellent description of the plantation system in Latin America. Bib.

7. Jordan, Winthrop D. White Over Black. Maryland. Penguin Books. 1969.

Deals with the attitude of the white man toward the Negro. Bib. included.

8. Morner, Magnus. Race Mixture in the History of Latin America. Boston. Little, Brown and Co. 1967.

Special attention should be given to Chapter Eight on Negro Slavery in Latin America for an excellent overview.

9. Sherlock, P. M. West Indies. New York. Walker and Co. 1966.

For a treatment of the slave issue in the West Indies, special attention should be paid to Chapters Two and Four. Bib. included.

10. Stampp, Kenneth M. The Peculiar Institution: Slavery in the Ante-Bellum South. New York. Random House, Vintage Books. 1956.

Excellent source for an insight into the ambiguities of the institution of slavery.

11. Tannenbaum, Frank. Slave and Citizen: New York. Alfred A. Knopf. 1947.

Best treatment of the insitution of slavery in Latin America.

12. Williams, Eric. Capitalism and Slavery. New York. Capricorn Books. 1966.

Economic justification for slavery in Latin America, and its abolition.

D. Race Mixture

Since 1492 the mixing of races in Latin America has progressed at a rate unequalled anywhere in the world. By 1800 miscegenation was so advanced in most areas of Latin America that there were very few individuals of pure race left. The three main stocks, Mongoloids, Caucasoids and Negroids are present to a degree in most areas, and in all areas but the most remote, at least two out of three are present. A principal theme of Latin American history is the development of race relations, and it is for this reason that we will analyze race mixture in Latin America.

1. Race: A Definition
2. Meeting of the Races in the Americas.
   a. Miscegenation
      1. Early mulatto.
      2. Early mestizo
   b. Demographic changes.
3. Racial policies of State and Church in Colonial times.
   a. The Crown on intermarriage.
   b. The Church on intermarriage.
4. Analysis of racial types in Latin America.
   a. Categories.
      1. Pure types
      2. Mulatto
      3. Mestizo
      4. Zambo
      5. Quadroon
   b. Race and social stratification.

1. Social change.

2. Economic change and its social effects.

5. Race relations since mid 1850's.

a. Race distribution.

b. Abolition in Latin America.

Possible understandings to be developed:

1. The term race can mean most any human group with certain characteristics in common.

2. The early meeting of the races resulted in mulattos and mestizos who felt a strong solidarity with the paternal group since the numbers were not sufficiently high to produce a group of their own.

3. During the period of colonization, the Indian population declined considerably.

4. The relationship between Church and State in Spain and Portugal was intimate, and the priests were a very influential pressure group.

5. The Church and the Crown opposed interracial concubinage, but there was very little that could be done about it.

6. Generally, the social position of the mestizos was situated close to the whites, while the mulattos were considered to be subservient, and the Indians even lower.

7. In the last 100 years Latin American society has undergone great changes because of economic and population growth.

Bibliography - Race Mixture

1. Freyre, Gilberto. The Masters and the Slaves New York. Alfred A. Knopf. 1956.

   An excellent treatment of racial mixture in Brazil. Presents the general characteristics of Portuguese colonization, and the role of the Negro slave and the native in the colonization process. Recommended for the teacher.

2. Holmes, Vera Brown. A History of the Americas. New York. The Ronald Press Co. 1950.

   An excellent section on the comparison of Spanish and Portuguese colonial systems. (Chapter Ten). Bib. included.

3. James, C. L. R. The Black Jacobins. New York. Random House, Vintage Books. 1963.

   A history of the Haitian Revolution. This points out the inevitable conflicts between people of different races.

4. Jorden, Winthrop D. White Over Black. Baltimore. Penguin Books. 1968.

   Sections are useful for comparative purposes. There is a short section on the concept of race which should be particularly useful. Bib. included.

5. Morner , Magnus. Race Mixture in the History of Latin America. Boston. Little, Brown and Co. 1967

   This book was used to develop the topic on race mixture, and will be extremely valuable for both student and teacher. The concepts and understandings are developed by Mr.
   Bi . included.

6. Sherlock, Philip M. West Indies. New York. Walker and Co. 1966.

A good insight into racial mixture in the West Indies, and the contribution of each element.

7. Weinstein, Allen and Gattell, Frank Otto. Eds. American Negro Slavery. New York. Oxford University Press. 1968.

Special attention should be paid to the following authors: Winthrop Jordan, David Brion Davis, Herbert S. Klein, and Arnold A. Bio.

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Part II: Nation Building

Introduction

In 1775, the entire territory of the Western Hemisphere was divided among the three largest of the world's empires, those of Spain, Portugal and England.[1] By 1825, the situation had been radically altered. With the exception of parts of the Caribbean and the Guianas, all of Latin America was independent. The Spanish American empire had been divided into eighteen different republics, while the Portuguese empire had retained its colonial unity and independence had been declared. Spain and Great Britain still retained a foothold in Latin America in their Caribbean colonies.

The movement for Latin American independence began on the heels of the French, the American and the Haitian revolution. The almost simultaneous occurrences of these four great revolutions suggests the presence of a common force contributing to the severance of colonial bonds. The relationship between the colonizer and the colonized in each of these cases was characterized by political and economic oppression as well as many obligations and restrictions on the human rights of the colonized. Unfortunately for the masses, independence in most cases didn't mean freedom from oppression. The ruling hierarchies changed, but the oppression of the

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[1]Holmes, Vera Brown. A History of the Americas. New York, Ronald Press Co., 1950, p. 459.

masses continued under the guise of independence.

The Spanish American revolutionary movement was more complex than the Portuguese movement, and this was to influence the political development of the Latin American republics. The bond between Spain and her colonies was older, and the ruling oligarchy in Spanish Latin America had been picked by the Crown for its loyalty. The Spanish colonies were less ripe for independence than was Brazil, and the results can be seen by an analysis of the Age of Anarchy in Latin America.

Topic II has been divided into four parts: The Colonial Period; Latin America and Independence; Nation Building and the Period of Anarchy; and Cuba: A Case Study in Ideological Penetration.

Concepts

A few concepts which might be introduced and developed in interpreting the content in Topic II include:

Democracy	Liberalism
Dictatorship	Conservatism
Constitutionalism	Liberation
Caudillo - caudillismo	Adelantado
Macho	Audiencia
Revolution	Encomendero

Additional concepts may be introduced or identified by the teacher and the class in working with Topic II.

I. The Colonial Period

The Colonial period in Latin American history is very complex. The period of time involved was great, the area involved was vast, and, as has been concluded, the people

involved were diverse. The record of European rule in Latin America was a success or a failure to the extent that all groups prospered.

A. Discovery and Conquest.

B. Spanish Empire in America.

1. Government in Spanish America

2. Church in Spanish America

C. Portuguese Empire in Brazil.

1. Portuguese Colonial Government

2. Church in Brazil

D. War and Trade in the Caribbean: 1650-1834.

1. Trade patterns

2. The Caribbean and conflict between European powers

a. War of Spanish Succession

b. Trade War - 1739

c. French and Indian War

d. American Revolutionary War - 1776

e. Napoleonic Wars

3. Haitian Independence - precursor to Latin American Wars for Independence.

Possible understandings to be developed:

1. The discovery and initial settlements in Spanish America had been only incidents in a quest for a passage to the East.

2. As such factors as wealth and size of Spanish America

became known, its development became a great concern of Spanish policy.

3. Spanish power over America was vested in the Crown, and the first established instrument of imperial control was the Casa de Contratacion (Board of Trade).

4. The chief agency for directing colonial affairs was the Consejo de Los Indios, Supreme Council of the Indies.

5. The Crown was able to restrict the economic activities of the colonies using as a justification Bartolome de Las Casas and his interpretations of Thomas Aquinas and Roman law.

6. There was a minimum of strain in the transition from the primitive faiths of the indigenous civilizations to Catholicism.

7. Portugal's break with Spain in 1608 brought only slight changes to Brazil.

8. In comparing Portuguese and Spanish rule in the New World, the Portuguese were rarely as strict in their governance.

9. The record of the Brazilian church rests primarily with the accomplishments of the Jesuits.

10. The Jesuits were one of the chief civilizing forces in Brazil.

11. The presence of buccaneers in the Caribbean was a menace to trade, and a perpetual temptation to colonial governors.

12. The opportunity to unite the greater part of the West Indies as a result of the bellicose years from 1739 to 1763 was lost as England preferred continental concessions.

13. The Haitian Revolution was a massive slave uprising.

14. The Haitian Revolution was the first of the Latin American Wars for Independence.

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Includes a complete section on colonial relations.

Crow, John A. The Epic of Latin America. New York: Doubleday and Company, 1946.

A good Latin American history text. The colonial period is dealt with topically.

Frank, Waldo. America Hispana: A Portrait and a Prospect. New York: Charles Scribner's Sons, 1931.

A story of the people who inhabited Latin America during the colonial period.

Fisher, Lillian Estelle. The Last Inca Revolt, 1780-1783. Norman: The University of Oklahoma Press, 1965.

The Tupac Amaru revolt was an important uprising during the colonial era. Contains details on the rebellion of Tupac Amaru.

Gibson, Charles. The Aztecs Under Spanish Rule. Stanford University Press, 1964.

Aztecs-Spanish relations during the colonial period.

Gibson, Charles. Spain in America. New York: Harper and Row, 1966.

An excellent treatment of the relations between Spain and her colonies. Includes reason for the Latin American Revolution.

Haring, Clarence H. The Spanish Empire in America. New York: Oxford University Press, 1947.

An analysis of Spanish imperialism.

Herring, Hubert. A History of Latin America from the Beginnings to the Present. New York: Alfred A. Knopf, 1967.

A good and thorough overall analysis of the Iberians in Latin America.

Holmes, Vera Brown. A History of the Americas from Discovery to Nationhood. New York: The Ronald Press Company, 1950.

A unique comparative treatment of the various colonial systems.

Parker, Henry Bamford. A History of Mexico. Boston: Houghton Mifflin Co., 1966.

An excellent and concise section on the Colony of New Spain.

Pike, Frederick B. (ed.). Latin American History: Select Problems. New York: Harcourt, Brace and World, 1969.

Contains a section on the impact of Spanish culture on the indigenous American population.

Schurz, William Lytle. Latin America: A Descriptive Survey. New York: E. P. Dutton and Co., 1941.

Includes a brief section on colonial history.

Sherlock, P. M. and J. H. Parry. A Short History of the West Indies. New York: Macmillan, 1968.

The history of the West Indies is a history of colonization, and this provides a nice insight into the colonial relationship.

Smith, T. Lynn. Brazil: People and Institutions. Baton Rouge: Louisiana State University Press, 1963.

Contains a section on colonization and settlement.

II. Latin America and Independence

Latin America had been a colony of the Iberian kingdoms for over three hundred years. Why the colonies broke away from Spain and Portugal has been the subject of much scholarly debate, and the debate is still raging. Underlying the debate is a generalization, used by Hubert Herring in A History of Latin America, which has withstood the test of time: "It is not within the nature of man to accept forever the status of a dependent."

A. Causes for the Latin American Wars for Independence.

1. Class antagonism

2. Economic and political injustices

3. The Enlightenment

4. French, American and Haitian Wars (Revolutions)

5. Spanish decline

B. Mexico's War for Independence.

C. Spanish South America's Wars for Independence.

D. Brazil and Independence.

E. The Caribbean and Independence.

Possible understandings to be developed.

1. The majority of the masses in Latin America were indifferent to the Wars for Independence and their aims, paralleling the attitudes of the masses in this country regarding our War for Independence.

2. The economic wretchedness of the masses, and systematic exploitation by the Spaniards and Portuguese did not cause the struggle for independence.

3. There were many similarities between the North American and Spanish American Wars for independence.

4. The ideas of the Enlightenment, despite restrictions, spread and influenced the Creole class.

5. In South America the struggle for independence was a Creole movement against the peninsulars with the Indians and the Negroes remaining aloof.

6. In Mexico, the struggle consisted of the Indians and Mestizos against the Spaniards, an uprising by the oppressed masses against white domination.

7. The Bourbon reforms of Charles III had left most of the colonial institutions unchanged.

8. Because Brazil gained her independence practically without bloodshed, there was little of the bitterness of the Spanish and English Struggles.

9. The most important factor in the political life of the West Indies in recent times has been the development of local nationalism.

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Contains section on independence and its causes. Part II: New Nations.

Crow, John A. The Epic of Latin America. Garden City: Doubleday and Company, 1946.

A good basic text with a substantial section on independence and its causes.

Frank, Waldo. America Hispana: A Portrait and a Prospect. New York: Charles Scribner's Sons, 1931.

The emphasis is on the people of Latin America and the effect the revolution and independence had on them.

Hamlin, D. L. B. (ed.). The Latin Americas. Toronto: University of Toronto Press, 1960.

Contains a brief section entitled "Revolution!" by Herminio Portell Vila, Jules DuBois and Victor Urquidi. Defines revolution and discusses it in the context of Latin America.

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A fine basic Latin American text with a good treatment of the Revolution and its causes.

Holmes, Vera Brown. A History of the Americas from Discovery to Nationhood. New York: The Ronald Press Co., 1950.

A unique comparative treatment of the U.S. and Latin American Wars for Independence.

Humphreys, Robert A. and John Lynch (eds.), The Origins of the Latin American Revolutions. New York: Alfred A. Knopf, 1965.

Essay and topical treatment of the causes of the Latin American Revolutions.

James, C. L. R. The Black Jacobins. New York: Vintage Books, 1963.

An excellent treatment of the events leading to the Haitian Revolution.

Lieuwen, Edwin. Venezuela. New York: Oxford University Press, 1961.

Contains a good summary of the role of Venezuela in the Latin American independence.

Parry, J. H. and P. M. Sherlock. A Short History of the West Indies. New York: Macmillan, 1968.

A good West Indian text, up to date and including Independence movements.

Parker, Henry B. A History of Mexico. Boston: The Houghton Mifflin Co., 1966.

Contains a substantial section on the War of Independence in Mexico, and effectively establishes the difference between the Mexican situation and the situation in the other parts of Latin America.

Pike, Fredrick B. Latin American History: Select Problems. New York: Harcourt, Brace and World, 1969.

Contains a section on the ambiguity of independence in Mexico.

Schurz, William Lytle. Brazil: The Infinite Country. New York: E. P. Dutton and Co., 1961.

A very elementary treatment of Brazilian civilization. The independence is not treated separately.

_____. Latin America: A Descriptive Survey. New York: E. P. Dutton & Co., 1941.

Topically oriented, and elementary treatment of Latin American civilization.

_____. This New World: The Civilization of Latin America. New York: E. P. Dutton, 1951.

The independence is treated in the broader context of the people and their civilization.

Smith, T. Lynn. Brazil: People and Institutions. Baton Rouge: Louisiana State University Press, 1963.

The people is the subject and the emphasis is on the relationship of the people to their civilization.

Whitaker, Arthur P. (ed.). Latin America and the Enlightenment. Ithaca: Cornell University Press, 1961.

An analysis of the Enlightenment as a cause of the Latin American Wars for Independence.

III. Nation Building and the Period of Anarchy: (Case Study Approach)

Note: This is completely open ended as the teacher may choose as many case studies as time and class interest will permit.

A. The Caribbean

1. Cuba

2. Haiti

3. The Dominican Republic

B. Central America

C. Mexico

D. South America - Spanish

E. Brazil - Portuguese

Within this topic, the teacher should structure the pedagogical situation so that the student begins to understand constitutionalism as it applies to Venezuela. Also, the importance of the Caudillo must be stressed. The list below might provide the teacher with some ideas.

1. Rosas - Argentina

2. Paez, Jimenez, Gomez - Venezuela

3. Santa Ana, Juarez, Diaz - Mexico

4. Juan Alvarez, Zapata - Mexico

5. Castro - Cuba

6. Munoz Marín - Puerto Rico

7. Trujillo - Dominican Republic

Possible understandings to be developed:

1. After the Spanish American War, Cuba was free but not independent.

2. The history of the West Indies has been governed by two forces, Negro slavery and the sugar plantation.

3. Ill fortune in economic, political and social areas has plagued Haiti since Columbus discovered it.

4. The Dominican Republic has more land and less mountain than Haiti, and the post independence struggles had their roots in the land.

5. Central America's independence was an extension of the Mexican Revolution.

6. The United Provinces of Central America was far from united, and the various factional interests caused the Republics to go their separate ways.

7. Because of lack of self-rule and educational development, and the economic and political powers of the Church and army, the Mexicans were ill-prepared for complete independence.

8. On combined political issues of federalism and centralism and conservationism and liberalism, the Mexicans were generally divided along class and racial lines, and served the interests of the Caudillo.

9. Though Venezuela and Colombia are similar in racial composition, since the demise of Gran Colombia they have gone completely separate ways.

10. The Andean countries, since their independence, have had a history marked by political instability and Caudillismo, and a fierce sense of nationalism.

11. The Viceroyalty of LaPlata broke up into the nations of Bolivia, Paraguay, Uruguay and Argentina, ranging from the most energetic to the most backward in Latin America.

12. Brazil, with its colonial base in Portugal, is different from the other Latin American Republics not only in language, but in religion and cultural attidues and political and economic habits.

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A section of nation building and those who influenced it.

Crow, John A. The Epic of Latin America. Garden City: Doubleday and Company, 1946.

Concentration on the forces behind nation building in Latin America.

Hamlin, D. L. B. The Latin Americas. Toronto: University of Toronto Press, 1960.

There are several articles demonstrating various points of view regarding nation building. Tannenbaum, Dora A. de Vasconcellos.

Haring, Clarence H. Empire in Brazil. Cambridge, Mass: Harvard University Press, 1958.

A provocative synthesis of the history of the Brazilian Empire.

_____. South American Progress. Cambridge, Mass: Harvard University Press, 1934.

Specific chapters on nation building in Argentina, Brazil and Chile.

Herring, Hubert. A History of Latin America from the Beginnings to the Present. New York: Alfred A. Knopf, 1967.

Nation building is dealt with individually on a chronological basis.

Holmes, Vera Brown. A History of the Americas from Discovery to Nationhood. New York: The Ronald Press Co., 1950.

Deals with constitutionalism on a comparative basis. Nation building in the United States and Latin America.

Lieuwen, Edwin. Venezuela. New York: Oxford University Press, 1961.

A thorough but concise treatment of political development in Venezuela.

Parry, J. H. and P. M. Sherlock. A Short History of the West Indies. New York: Macmillan, 1968.

Parker, Henry B. A History of Mexico. Boston: Houghton Mifflin Co., 1966.

Deals with the five major periods since independence.

Ruiz, Ramon Eduardo. Cuba: The Making of a Revolution. Amherst, Mass.: The University of Massachusetts Press, 1968.

A graphic development of nationhood in Cuba since 1898.

Wagley, Charles. An Introduction to Brazil. New York: Columbia University Press, 1963.

An analysis of Brazilian unity since independence.

Whitaker, Arthur P. and David C. Jordan. Nationalism in Contemporary Latin America. New York: Free Press, 1966.

Role of nationalism in political development in Latin America. Shows how nationalism differs from area to area.

IV. Cuba: A Case Study in Ideological Penetration

The Cuban Revolution as a case study in ideological penetration was chosen because it is one answer to a very perplexing question which plagues all of Latin America, and it is too early to determine the success or failure of the course chosen. The perplexing question is based on a fundamental generalization that in Latin America far reaching reforms are needed. Can these reforms be provided by a leftist government within a democratic framework, or must the power relationships be restructured through a social revolution as was the case in Cuba?

A. The influence of Jose Marti on Cuban Political thought.

B. Cuba's Revolutionary Tradition

1. Ten Years' War of 1868 to 1878

2. Struggle for Independence

3. Revolution of 1933

C. Cuba's Nationalism - a rallying point

D. Fidel Castro - a gifted political prophet

Possible understandings to be developed.

1. During the 20th Century, Cubans of all political persuasions have offered homage to and voiced the sentiments of Jose Marti.

2. Castro adopted and followed the ideas of Jose Marti.

3. United States policy and other foreign events contributed to the Revolution in Cuba, but without Cuba's

particular historical development emphasizing a revolutionary tradition, the transformation would have been impossible.

4. The Cuban Revolution had its roots in national development which reflected the mood of independence in 1895.

5. Since 1898, each generation of Cubans had seen their nationalists dreams of true independence and freedom thwarted.

6. The structure of Cuban society in 1958 was splintered, and the social institutional bases necessary for evolutionary change were absent. The time was ripe for Fidel Castro.

7. The political and economic conditions in Cuba insured Castro's success, but the nature of the Revolution would have been very different without his leadership.

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Explains why Batista lost power.

Caruso, Teresa. Cuba and Castro. New York: Random House, 1962.

An account by a participant in the Castro movement.

Guevara, Ernesto. Che Guevara Speaks. Merit Publishers: 1967.

Contains selected speeches and writings of Che.

Dean, Vera Micheles. Builders of Emerging Nations. New York: Holt, Rinehart and Winston, 1961.

Chapter five includes a short biographical sketch of Fidel Castro.

Draper, Theodore. Castro's Revolution: Myths and Realities. New York: Frederick A. Praeger, 1962.

Collection of articles on Castro's relationship with the Communists. Good section on the Bay of Pigs.

DuBois, Jules. Fidel Castro. New York: Bobbs-Merrill, 1959.

Account of the struggle to overthrow Batista.

Goldenberg, Boris. The Cuban Revolution and Latin America. New York: Frederick A. Praeger, 1965.

The Cuban Revolution placed in its historical and cultural context.

Hamlin, D. L. B. (ed.). The Latin Americas. Toronto: University of Toronto Press, 1960.

Frank Tannenbaum has contributed an essay comparing the Mexican and the Cuban Revolutions.

Huberman, Leo and Paul M. Sweezy. Cuba: Anatomy of a Revolution. New York: Monthly Review Press, 1960.

A Socialist analysis of the Castro Revolution.

Lockwood, Lee. Castro's Cuba, Cuba's Fidel. New York: Macmillan, 1967.

Excellent treatment of Fidel Castro, the man.

Mac Caffey, Wyatt and Clifford R. Burnett. Twentieth Century Cuba. New York: Anchor Books, 1962.

A general background of the events leading up to the Cuban Revolution.

Miller, Warren. 90 Miles from Home: The Face of Cuba Today. New York: Fawcett, 1961.

Human interest material; social history.

Pike, Fredrick B. Latin American History: Select Problems. New York: Harcourt, Brace and World, 1969.

A problems approach with a section dealing with the Cuban Revolution.

Ruiz, Ramon Eduardo. Cuba: The Making of a Revolution. Amherst: The University of Massachusetts Press, 1968.

Excellent treatment of José Marti. Analysis of the causes for the Cuban Revolution.

Smith, Robert Freeman. Background to Revolution: The Development of Modern Cuba. New York: Alfred A. Knopf, 1966.

Series of essays analyzing facets of Cuban culture since the early 19th Century.

Smith, Robert Freeman. United States and Cuba: Business and Diplomacy, 1917-1960. New York: Bookman Associates, 1960.

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_____. What Happened in Cuba? A Documentary History. New York: Twayne Publishers, Ind., 1963.

A collection of documents from 1783 to 1962 analyzing U. S. policy in Cuba.

Szulc, Tad and Karl E. Meyer. The Cuban Invasion: The Chronicle of a Disaster. New York: Frederick A. Praeger, 1962.

Good account of Bay of Pigs invasion. Explains the involvement of the Kennedy administration.

IV: Barbara Gill

Everett Egginton

III

III. Race, Class and Identity in Latin America

INTRODUCTION

This section, called Race, Class and Identity in Latin America is not intended to overlap with Section I, but it will draw on the understandings derived in Section I. The emphasis in this section is on the concept of identity. The concepts of race and class are developed in order to make the concept of identity in Latin America more meaningful.

The concepts of race and class are briefly discussed, and a flexible model of each is developed. This model will not be sufficient for a meaningful development of the problem of identity in Latin America. The teacher must classify in his own mind the meaning of these concepts before he can effectively develop the concept of identity in the classroom. A brief bibliography is provided for that purpose.

The methodology suggested for a development of the concept of identity is through case studies, and the materials suggested are of great literary or sociological worth. After the readings the class should attempt to generalize about the concepts of identity, and by discussing the generalizations, speculate on their validity. Whenever possible it is useful to compare these conclusions with the notions of race, class and identity as each of these operates in this country.

The understandings presented in this topic are organized into four main areas: Race: A Definition; Class: A Definition; Race and Class in Latin America; and Case Studies.

Concepts

A few of the concepts to be introduced and developed in this

unit will include:

Identity	Pluralistic Nationalism
Cultural development	Vendepatria
Ethnic groups	Race
Ethnocentricity	Class
Hispanistas	Ideology
Indigenistas	Racism
National Destiny	Attitudes
Cholo	Prejudice
Cultural Prejudice	Social Relationships
Gaucho	Discrimination
Authoritarianism	Paternalism

A. Race: A Definition

What follows ia an attempt to develop a model of race and class appropriate to typical Latin American societies. The teacher should not rely on the following for his model, but should create one which is clear in meaning, and which will help clarify the issue of race, class and identity in the case study (ies) chosen. The bibliography should be helpful to the teacher in formulating the model of race and class appropriate to Latin American societies.

There can be no universal theory of race acceptable to all societies. Different societies view the concept of race and race relations very differently. Race and race relations must be subordinated to the total institutional and cultural context of the society in question. A study of race viewed within the total institutional and cultural context of the

society concerned can be a valuable tool leading to an understanding of that society. It is toward these ends that a section of this nature is included.

Race can be defined in many different ways. Pierre L. van den Berghe in Race and Racism says the term race has been confused because it has four principle connotations:

1. Physical anthropologists have called races the various species of homo sapiens characterized by certain phenotypical and genotypical traits.

2. Laymen have used the word race to describe a human group that showed certain cultural characteristics.

3. Race has been loosely used as a synonym for species.

4. Social scientists have meant by race a human group that defines itself or is defined by other groups as different from other groups by virtue of innate and immutable physical characteristics.[1]

For our purposes, we will summarily eliminate the first and third definitions as inappropriate to our studies. The second and fourth definitions are both valid for our purposes since we are going to deal with the cultural characteristics of the societies, and also with how the societies view themselves, and are viewed by others.

Race can be conceived of as both a biological and a social phenomenon. Group differences are culturally transmitted, and cultural differences occupy a pivotal position with regard to race relations. For our purposes, race will not be viewed as a biological category, but rather as a social and cultural category. In a society racially divided according to social and cultural categories, people are obligated to assume a

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[1] Pierre L. van den Bergh. Race and Racism. p. 9

role conventional to their group. If they don't assumed this role, they are subject to ostracism and other forms of social sanctions.

The concept of racism can be easily introduced at this point. Because different racial groups act differently according to their cultural upbringing, dominant groups will attach a label of superiority on the normative behavior of their group, and a label of inferiority on the behavior of all other groups. The result will be racism/if the dominant group has labeled itself ethnically, socially, or culturally superior.

Possible understandings to be developed

1. Differences between species of homo sapiens are not significantly related to any differences in intelligence.

2. Individual and group differences are predominantly the result of social environment, and not to heredity or the physical environment.

3. The existence of races in a given society presupposes the presence of racism.

4. The social recognition of differences between groups creates races.

5. A necessary but not sufficient cause for racism is the presence in sufficient numbers of two or more groups that look different enough so that their members can be readily classified.

6. Prejudices are based more on cultural than on racial considerations.

7. Cultural prejudices are less severe and of shorter duration than are racial prejudices.

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Hoetink, H. The Two Variants in Caribbean Race Relations. New York: Oxford University Press, 1967.

A description of race in the Caribbean. Part II, Chapter 4, "The Somatic Norm Image" discusses the complex of physical characteristics which are accepted by a group as its norm and ideal.

Reuck, Anthony de. Caste and Race: Comparative Approaches. Boston: Little, Brown and Company, 1967.

Chapters 1 and 2 consist of a paper submitted by Edmund Leach on Caste and Class, and a discussion of the paper. Valuable for an understanding of class.

Rose, Peter I. (ed.) The Study of Society: An Integrated Anthology. New York: Random House, 1967. Herbert H. Hyman s article, "The Value Systems of Different Classes," is valuable for an understanding of the concept of class.

Shibutani, Tamotsu and Kian M. Kwan. Ethnic Stratification: A Comparative Approach. New York: The Macmillan Company, 1965.

In the introduction, there is a section on the comparative study of stratification which will be useful in developing a model for the comparative approach to the study of societies.

van den Berghe, Pierre L. Race and Racism: A Comparative Perspective. New York: John Wiley and Sons, 1967.

The introduction provides an excellent background for the development of a model of race appropriate to Latin American societies. Some definitions of race are presented, and discussed in terms of their validity for case studies which follow.

Wagley, Charles and Mervin Harris. Minorities in the New World: Six Case Studies. New York: Columbia University Press, 1958.

The introduction deals with the minority groups in the Americas, and an attempt is made to establish racial and class criteria. The remainder of the book ~~is~~ consists of case studies, many of which apply to Brazil, Mexico and the Caribbean.

B. Class: A definition

Once again, an attempt is made to develop a model of class appropriate to Latin American societies. The objective in presenting these thoughts is to stimulate the teacher, and in turn the students, to develop a theory of class appropriate to the case studies chosen.

The concept of class means different things to different people. The word "class" is no more than a mental configuration, and its meanings are very ambiguous. Two varieties or interpretations of class seem to be especially relevant for the development of a class structure appropriate to Latin American societies. The totalitarian model of class initially seems very relevant, and perhaps was sufficient not long ago, but because of industrialization and its effects on the people, it is now somewhat cated. According to the totalitarian model there are two classes: the haves and the have-nots, or the ruling class and the proletariat, or the colonizer and the colonized. According to this totalitarian theory of class, memberhship in the have or oppressor group would depend on the socio-economic position of the individual. Since the relationship is that of oppressor to oppressed, the opportunities for vertical mobility are completely absent. The result is a class structure which is unstable, and which will eventually result in overt class warfare, or what Karl Marx refers to as a proletarian revolution. This totalitarian model of class would most likely exist in an underdeveloped society which has been exploited by a dominant group. The situation, however, could exist, in part, in a developed society where a certain segment of that society feels its values threatened, and consequently adopts a totalitarian view in its own self defense. The relationship between the dominant group and the subordinate groups is paternal. The paternal element is considered to be superior even by the subordinate groups. There is no vertical

mobility except within the subordinate group.

The hierarchical order of class is perhaps more appropriate to Latin American societies today. Instead of the two tiered conception of class, there is a series of tiers based on occupations, income, background and other independent variables, and these various classes compete for a higher position on the hierarchical scale. Their conception of class differences become much more important and the range of class status is much greater. Discrimination and prejudice are integral parts of this latter model. Since upward mobility is now present, those elements which have their class position threatened by competing groups must rely on discriminating and prejudicial acts in order to maintain themselves at a higher level.

Why are prejudice and racial discrimination present to a much higher degree in the United States than in Latin America?

Why do some southerners feel that racial prejudice does not exist in the South?

Possible understandings to be developed

1. The concept of class has many different meanings.

2. Prejudice and racial discrimination are present to a much higher degree in the United States than in Latin America.

Bibliography

Refer to the bibliography on race. The following source should be particularly helpful.

de Reuch, Anthony and Julie Knight. Cast and Race: Comparative Approaches. Boston: Little, Brown and Company, 1967.

On pages 5 -8, Edmund Leach from the Faculty of Archaeology and Anthropology at Cambridge has developed three concepts of race, two of which I felt were relevant and consequently described briefly above.

C. Race and Class in Latin America

In Latin America historically the countries were stocked with the three biological races. Over the period of five centuries mass acculturation of these races took place. Many historians say that the Indians and Africans were hispanicized or Europeanized and yet, today there survive direct carryovers from the African, and to a lesser extent the Indian populations.

Because of intermarriage between the three radial groups skin color varies from white to black with over two hundred skin shades between according to Magnus Morner in Racial Mixture in Latin America. The generations of intermarriage have resulted in a dominant color range from light tan to brown. The color of skin, therefore, is not a basis for distinguishing among the people of the Latin American countries. Nor can you distinguish them on the basis of language. The influence of Europe on the African and Indian population is evident in the language. The European language was adopted because the Indians came from numerous tribes, all with different dialects and tongues. The Africans were isolated from their fellow tribesmen because the slave ship captains feared slave mutinies and did not fill their holds with Africans from the same tribe. The language of the ruling European, in the New World, was the only means by which these groups could communicate. This does not mean, however, that the non-European populations were hispanized or Europeanized. Acculturation is an acceptance and exchange of cultural traits of all groups. The African and Indian influences in Latin America are evident in the foods, music, literature, art and lifestyle shared by all people, regardless of economic or social class.

H. Hoetink in The Two Variants in Caribbean Race Relations defines race sociologically as "a group of people which on the basis of its own

characteristic hereditary physical features, has, in principle, its own somatic norm image." The term "somatic norm image" does not refer to a mere biological process, but to a process of acculturation. Over a period of time acculturation produces a homogenous culture. This culture then has characteristics that can be traced to any of the original cultures.

The socio-economic classes of Latin America are similar to those in the United States and Western Europe. The important exception is, or that money reduces the importance of class differences. however, that "green lightens the skin " / If a man of clearly African descent is well-educated and possesses a measure of economic security, he is accepted in the highest social circles as an equal, even to the extent of "marrying your daughter." The poor, regardless of color, suffer equally from the same poverty and oppression. In some cases the stereotypes used for United States blacks are used for the poor, white Latin American; i.e., he is "shiftless," "lazy," "dirty," "dishonest," etc. Discrimination then is practiced on economic and social, or class levels rather than on color lines.

In Amazon Town: A Study of Man in the Tropics by Charles Wagley, the author describes the classification given to a local woman of Ita by her fellow townsmen: "Dona Dora (Cesar Andrade) has a 'white father and a Negro mother,' one man reasoned,'but her money whitens her skin." Mr. Wagley goes on to relate the story of Henry Koster, a nineteenth century traveler to Brazil. "When Koster asked if a certain high official (capitao-mor) was not a 'mulatto man,' his informant replied, 'He was but he is no longer.' Asking for a further explanation the reply to koster was, 'Can a capitao-mor be a mulatto man? . . . . Social position tends in many cases to over-

ride observable physical characteristics in the classification of individuals in terms of race."

In the chapter five of The Latin American Tradition, Charles Wagley develops a theory of social race and makes a comparison with the United States. Since one cannot make gneralizations which will apply to the whole of Latin America, Mr. Wagley uses two prototypes exemplified by Mexico and Guatemala on the one hand and Brazil and the Caribbean on the other. The examination of these prototypes illustrate how social race operates. In Guatemala and Mexico, there are two social race divisions, Indian and non-Indian, non-Indian being the accepted norm. By defining Indian in cultural terms, an individual or an entire community can improve its position by transforming from Indian to non-Indian.

In Brazil and the Caribbean the individual is permitted to be highly mobile. Despite low position in the rank of social races, individuals can improve their total position by achievement in education, business,etc.

In this segmented Latin American society, the newly developed homogeneous (hybrid) culture is shared by all socio-economic classes. There are no countries of which one can speak of race in its purest biological sense. It is foolhardy to even attempt this for countries in Latin America, therefore, we must speak of race in cultural terms. Race, becomes a class or group of individuals with common characteristics, interests, appearances or habits as if derived from common group of ancestors.

Possible understandings to be developed

1. The dominant color range in Latin America approaches neither white nor black, and is not the most important basis for distinguishing the different groups.

2. The European languages, Spanish and Portuguese, were adopted because the Indians and Africans came from numerous and distinct civilizations, all with different languages.

3. Acculturation is an acceptance and exchange of the cultural traits of all groups.

4. Discrimination is practiced on economic and social levels, with skin color of minor importance.

5. Race in Latin America is more culturally oriented than ethnically oriented.

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Wagley, Charles. The Latin American Tradition.

van der Berghe, Pierre L. Race and Racism: A Comparative Approach. New York: John Wiley and Sons, 1967.

and Class
D. Problems of Race / Identity: A Case Studies Approach

Now that a general theory of race and class in Latin America has been developed, specific case studies will be applied to the theoretical framework. The objective is twofold: to understand the nature of race and class in the societies studied and to evaluate the theoretical framework to determine its validity.

1. Brazil

a. Though Brazil has been described as a country where miscegenation is going on unhampered by discrimination and prejudice, there are indications that color prejudice does exist at least to some extent.

b. Public opinion in Brazil is opposed to any kind of racist discrimination.

c. The Portuguese and Brazilians had some knowledge of the tribal and cultural backgrounds of the imported Negro slaves.

d. The Negroes in Brazil regard themselves or Brazilians without reference to race.

e. Regardless of the color of skin, all races belong to each of the three classes--upper, middle and lower.

f. Total race mixture in Brazil resulted from the unique situation with Portugal during the colonial period.

g. Even in Brazil, class distinction between the aristocracy of colonial descent, and the people of slave and aboriginal origin, persists today.

h. The Indians of Brazil never formed a single unified group.

I. Miscegenation has been the most important factor favoring the assimilation of the Indian into Brazilian society.

j. The Portuguese Crown encouraged the marriage of Portuguese men with Indian women.

k. The depopulation of the Brazilian Indian groups has continued to the present time.

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Freyre, Gilberto. The Masters and the Slaves. New York: Alfred A. Knopf, 1956.

The classic study of Brazilian civilization and race relations. A vivid description of the unique development of racist mixtures in Latin America, using as its central focus the Big House.

Hutchinson, Harry William. Village and Plantation Life in Northeastern Brazil. Seattle: University of Washington Press, 1957.

This book is the product of a study carried out in the Brazilian State of Bahio from July 1950 to June 1951. Various institutions are studied, including the family, religion, town and plantation life, and for our purposes the most important, class and race.

Jesus, Carolina Maria de. Child of the Dark. New York: Signet Book, 1962.

This was written by a woman of the favela , a poverty stricken, blighted, filthy, ghetto in Rio de Janeiro. The author's words are the words of the street. The descriptions are frightening.

Leonard, Olen E. and Charles P. Loomis. Readings in Latin American Social Organization and Institutions. East Lansing, Michigan: Michigan State College Press, 1953.

A series of readings on Latin American social organizations and institutions. There are several readings appropriate for the development of class and race in Brazil. The following are especially useful: Charles Wagley, "Regionalism and Cultural Unity in Brazil"; E. Franklin Frazier, "The Negro Family in Bahia, Brazil"; Donald Pierson "The Educational Process and the Brazilian Negro"; Emilio Willems "Race Attitudes in Brazil"; and T. Lynn Smith "The Locality Group Structure of Brazil."

Morner, Magnus. Race Mixture in the History of Latin America. Boston: Little Brown and Company, 1967.

This study has already been used extensively in Unit I. The part particularly useful for Brazilian race and class is Chapter IV.

Wagley, Charles. Amazon Town: A Study of Man in the Tropics. New York: The Macmillan Company, 1953. (This study is now a separate book in the Borzoi series).

A study of the people in a small Brazilian town, Ita. The conclusions are valid generalizations regarding race and class in Brazil.

Wagley, Charles and Marvin Harris. Minorities in the New World: Six Case Studies. New York: Columbia University Press, 1958.

The introduction is a general treatise on minorities in the Americas, who taken together constitute the majority of the population of the Americas. Chapter 1 deals with the Indians in Brazil, and the extent to which they have been assimilated into Brazilian society, and the extent to which they have retained their autonomy.

van den Berghe, Pierre L. Race and Racism: A Comparative Approach. New York: John Wiley and Sons, 1967.

Chapter III is a study of race and race relations in Brazil. General thesis is that Brazil does have a race problem, but the nature of the race problem is very complex and differs from the problems in the United States.

2. Mexico

a. In Mexico, there is a great discrepancy between the ideal patriarchal family structure in all classes, and the behavior of the people.

b. Women are more in conflict with traditional ways than are men.

c. Racial characteristics defined in ethnic terms have little relevance in modern Mexico.

d. Culturally, Mexico is a mixture of indigenous and non-indigenous elements. All elements have made important contributions with the contribution of the Spanish clearly being dominant.

e. Biologically, the reverse is true because the indigenous element has made the dominant contribution.

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Provides the reader with an insight into the grim realities of the Mexican Revolution, and what small effect it really had upon the life of the peasant.

Foster, George M. Tzintzuntzan. Boston: Little, Brown and Company, 1967. A study of a peasant community in Mexico. ~~Suggest~~ The readings from this study before a study of the people of a peasant community such as, Pedro Martinez.

would be useful

is done in

Haynor, Norman S. New Patterns in Old Mexico. New Haven, Connecticut: College and University Press, 1966.

Part II is relevant to this case study. The general emphasis on culture and life style of the Mexicans can serve as a basis for studying Oscar Lewis' specific communities.

Leonard, Olen E. and Charles P. Loomis. Readings in Latin American Social Organizations and Institutions. Michigan: MIchigan State College Press, 1953.

Relevant to this case study is the section by Oscar Lewis, "Husbands and Wives in a Mexican Village." The thesis that the patriarchal model of the family deteriorates under the scrutiny of analysis.

Lewis, Oscar. Five Families Mexican Case Studies in the Culture of Poverty. New York: Basic Books, Inc. 1959)

These case studies give a full day's account of five Mexican families. There are examples from three socio-economic groups and from rural and urban life.

_____. Pedro Martinez: A Mexican Peasant. New York: Random House, 1964.

This is an expanded study of one of the principle figures in Oscar Lewis' Five Families. An excellent portrayal of one man and his relationship to Mexican societies and classes.

_____. The Children of Sanchez: Autobiography of a Mexican Family. New York: Random House, 1961.

The autobiography of an urban, poor Mexican family. The objective is to give the reader a glimpse of the hard life confronting such a family.

van den Berghe, Pierre L. Race and Racism: A Comparative Perspective. New York: John Wiley and Sons, 1967.

Chapter II is a study of race in Mexico, in historical perspective.

3. Peru

a. Racism in Peru does exist to a considerable degree. The practice is to designate not one, but several ethnic groups, for oppression.

b. In the twentieth century, there has been a tendency to view the future of Peru in the mixture of all racial groups and cultural patterns.

c. Prejudice in Peru has come to be based more on cultural than on racial consideration.

d. Cultural prejudice is less vicious.

Bibliography

Adams, Richard N. A Community in the Andes: Problems and Progress in Muquiyauyo. Seattle: University of Washington Press, 1959

Alegrio, Ciro. Broad and Alien Is the World. New York: Farrar and Rinehart, Inc. 1941.

This is a translation from the Spanish of a book called El Mundo es Ancho y Ajeno. Appleton-Century Crofts puts out a version in the Spanish which has been abridged and simplified for the English

speaking student learning Spanish. A striking account of the systematic way by which the Indian is exploited by the white in Peru.

Ford, Thomas R. Man and Land in Peru. Gainesville, Florida: University of Florida Press, 1962.

The story of the many different types of people in Peru, and how they have co-existed with separate systems of social organization, cultural patterns and beliefs. A true synthesis of Spanish and native customs has never taken place, according to Mr. Ford.

There are many more case studies which could be included in this section. It is up to the teacher to include as many as or few as he feels is appropriate.

Topic IV: Foreign Policy: United States and Latin American Relation

Introduction

The history of United States involvement in Latin America is a history of costly errors. Our background of economic and political exploitation of Latin America has cost us the allegiance of its people, and unless there is a complete reversal of our dominant actions, Latin America will be lost to us. Eventually, the ruling elite in Latin America will be replaced by leaders responsive to the needs of the Latin American people. This will transpire because, although the elite has interests to protect and the means to protect them, the masses are becoming more cognizant of their needs, and they are not afraid to use a very powerful weapon, revolution, to satisfy them. The new leaders will act in accordance with the best interests of their countries. If this means trading with the Communist bloc nations, they will trade with the Communist bloc nations. If this means nationalizing American corporations, they will nationalize American corporations. Unless we reevaluate our current Latin American policy and change this policy so as to better serve the people of Latin America, we will merely accelerate the victory of those who will push us out completely. If we maintain our current Latin American policy, and are not pushed out of Latin America, the reason will be our military superiority and the knowledge of those concerned that we will not hesitate to use it. Our current policy in Latin America, based on a history of economic and political exploitation, is nothing short of suicidal.

When dealing with this unit, the teacher should deal with the ambiguities inherent in our Latin American policy. This is to say, both United States rationale for, as well as effects on the Latin American people of, our country's actions must be dealt with. It is my belief that such an approach can only result in a condemnation of overall United States foreign policy in Latin America.

The understandings presented in this topc are organized in three main areas, with a fourth area optional: Background to U. S. and Latin American Relations: Sources of Distrust; United States - Latin American Relations from the Monroe Doctrine to the 1890's; United States - Latin American Relations from 1890 to the Present Time; Hemispheric Agreements and Conferences.

Concepts

A few of the concepts to be introduced and developed in this unit will include

Home rule	Imperialism
Political power	Agrarian economy
Economic power	Balance of trade
Economic exploitation	Manifest Destiny
Free trade	Neutrality
Tariffs	Expansionism
Industrialization	Good neighbor
Militarism	Protocol
Foreign policy	Diplomacy
Nationalists	Nationhood

This list should provide the teacher with ideas, and additional concepts should be introduced and identified by the teacher and the class in working with Topic IV.

A. Background to U. S. and Latin American Relations: Sources of Distrust.

An appraisal of contemporary relations between the United States and the various nations of Latin America is meaningless unless a background of the sources of distrust is taken into account.

1. Treatment of Indians and Slaves (Comparison with the U. S.)

2. U. S. Attitudes toward Latin American Independence

a. Position of ambiguity with Spain

b. U. S. position with Great Britain and France

3. Economic Interpenetration

Possible understandings to be developed.

1. The introduction of Negro slavery into Latin America was accepted as a compromise to protect the Indians.

2. In Latin America, the Indians were neither to be exterminated nor were they to be assigned to reservations as was done in the United States.

3. Negroes, brought into Latin America as slaves, were baptized as Catholics, and it was understood that they would eventually share in the life of the country.

4. The attitude of the United States to the Latin American movements for independence was sympathetic but not deep rooted.

5. Attitude of the people of North America to the Catholics of Latin America was at best indifferent and at times openly contemptuous.

6. As the United States sought to acquire Florida, good relations with Spain became important, and the United States no longer supported the Latin Americans in the struggle for independence.

7. The United States was caught in the struggle between Great Britain and France, and this prevented her from adopting a more generous course toward the revolutionary governments.

8. The late nineteenth century was the new age of imperialism, and the United States turned to Latin America to exercise her economic imperialist activities.

9. Economic and political imperialism was morally justified by applying the Darwinian theory and the Christian mission concept.

Bibliography

In addition to those titles listed below, most basic Latin American history texts contain a section on the background of United States - Latin American relations.

Books

Beals, Carleton. America South. New York: J. B. Lippincott Co., 1937.

Part V. deals with the international struggles of Latin America, and their background. A very relevant section can be found in Chapter XXI: The Monroe Doctrine Dies?.

Davis, David Brion. The Problem of Slavery in Western Culture. Ithaca, New York: The Cornell University Press, 1966.

For the section on the treatment of slaves this study will be valuable. Chapters IV and XIII are especially relevant.

Haring, Clarence H. South America Looks at the United States. New York: The Macmillan Co., 1929.

Part II of Mr. Haring's study deals with the sources of distrust present in Latin American - United States relations.

_____. South American Progress. Cambridge, Massachusetts: Harvard University Press, 1934.

Though somewhat dated, Mr. Haring's section on South America and the United States is especially good/on early 20th century Pan Americanism, in itself a source of distrust.

Herring, Hubert. A History of Latin America from the Beginnings to the Present. New York: Alfred A. Knopf, 1967.

Part XI, Latin America and the United States, deals chronologically with U. S. - L. A. relations. United States attitudes toward Latin American independence are analyzed.

Holmes, Vera Brown. A History of the Americas from Discovery to Nationhood. New York: Ronald Press Co., 1950.

A comparative analysis of political developments in the United States and Latin America during the first two decades of the 20th century sheds light on the sources of distrust.

Lieuwen, Edwin. U. S. Policy in Latin America. Frederick A. Praeger, 1965.

Part I deals chronologically with the background of United States - Latin American relations.

Lieuwen, Edwin. Venezuela. New York: Oxford University Press, 1961.

Venezuela is an excellent case study to clarify issues regarding the background of U. S. - L. A. relations. Chapter VI deals with international relations in Venezuela.

Smith, Oscar Edmund. Yankee Diplomacy: U. S. Intervention in Argentina. Dallas, Texas: Southern Methodist University Press, 1953.

A good case study regarding an example of U. S. intervention in Latin American affairs. A detailed background of the intervention is provided.

Tannenbaum, Frank. Slave and Citizen: The Negro in the Americas. New York: Random House Vintage Books, 1946.

The classic study of slavery in the Americas. Contains a comparative treatment to the different slave institutions.

Williams, Eric. Capitalism and Slavery. New York: Capricorn Books, 1966.

Defines slavery as an economic institution, and establishes a relationship between Latin America and the United States.

Pamphlet

The Committee on Latin American Relations. Latin America and the United States. Washington: The Catholic Association for International Peace, 1929.

Dated but perceptive analysis of U. S. - L. A. relations.

B. United States - Latin American Relations from the Monroe Doctrine to the 1890's.

The Monroe Doctrine is considered the basic foreign policy statement of the United States toward Latin America and her relations to the rest of the world.

1. Philosophy of the Monroe Doctrine
2. The Monroe Doctrine and the Era of Manifest Destiny: 1845-1860 (Regional approach)
   a. California - Mexico
   b. Central America
   c. Argentina
   d. Mexico
3. Interpretation of the Monroe Doctrine
   a. 1823 to 1867
   b. 1867 to 1890

Possible understandings to be developed.

1. Colonial trade was the origin of inter-American interest.
2. The principles of the Monroe Doctrine were originally directed at the possibility that France might align herself with Spain in order to help Spain recover her New World colonies.
3. The Monroe Doctrine embodied the isolationist sentiment of the United States.
4. Without support from Great Britain, the original proclamation by President Monroe would have been meaningless.

5. For a generation after the Monroe Doctrine was issued, the power and influence of the United States was insufficient to deter England and France from commercially exploiting Latin America.

6. During the era of Manifest Destiny, the Monroe Doctrine was more effectively implemented by the United States in some cases.

7. Even during the era of Manifest Destiny, the Monroe Doctrine had virtually no effect in South America.

8. The effectiveness of the Monroe Doctrine depended on power, and power was applied by the U. S. only when the territory was contiguous to the United States.

9. During the Civil War, the European nations intervened as they pleased in Latin America.

10. From of the withdrawal of the French from Mexico in 1867 until the turn of the century, the Monroe Doctrine was not much of an issue in Latin America.

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Books

Beals, Carleton. America South. New York: J. B. Lippincott Company, 1937.

Part V: The International Struggle contains an analysis of the Monroe Doctrine.

Burns, E. Bradford. The Unwritten Alliance: Rio Branco and Brazilian - American Relations. New York: Columbia University Press, 1966.

Chapter VI is an analysis of the Monroe Doctrine. Brazilian - American relations are unique, and would make an interesting case study.

Duggan, Laurence. The Americas: The Search for Hemisphere Security. New York: Henry Holt and Company, 1949.

Part II deals with the historical background of United States - L. A. relations. Also includes a synopsis of 19 Century Inter-American Conferences.

Haring, Clarence H. South America Looks at the United States. New York: The Macmillan Co., 1929.

Contains an analysis of the philosophy of the Monroe Doctrine.

_____. South American Progress. Cambridge, Mass: Harvard University Press, 1934.

Contains a very brief chapter on U. S. - L. A. relations including the 19th Century background.

Herring, Hubert. A History of Latin America from the Beginnings to the Present. New York: Alfred A. Knopf, 1967.

Basic Latin American text with a substantial section on U. S. - L. A. relations.

Lieuwen, Edwin. Arms and Politics in Latin America. New York: Frederick A. Praeger, Inc., 1960.

The military aspects of the Latin American policy of the United States are well documented in this study.

_____. U. S. Policy in Latin America: A Short History. New York: Frederick A. Praeger, 1965.

A chronological development of U. S. foreign policy in L. A. Contains much of the information necessary for a clear understanding of U. S. - Latin American relations.

Schurz, William Lytle. Latin America: A Descriptive Survey. New York: E. P. Dutton and Co. 1941.

Part VI: International Relations.

C. United States - Latin American Relations from 1890 to the Present Time.

After 1890, there was a radical shift in the official attitude of the United States toward Latin America. The United States was rapidly becoming the most industrialized nation in the world. With all the wealth that goes with industrialization, there are still problems: too many people, not enough land. The United States, it was said, must join the list of empire builders.

1. The Era of American Imperialism: 1890 to 1932.
   a. Venezuela - 1895
   b. Spanish American War - 1898
   c. Cuba
   d. Panama
   e. Dominican Republic
   f. Haiti
2. Rationale for Involvement - Pan Americanism
   a. Roots of Pan Americanism - Simon Bolivar and and the Congress of Panama
   b. International Conferences of the American States

3. Good Neighbor Policy

   a. Abandonment of intervention in Latin America

   b. "No state has the right to intervene in the internal or external affairs of another"

   c. Liquidating intervention

   d. New Economic Policies of the Good Neighbor Policy

   e. Hemispheric Security and the Good Neighbor Policy. (Declaration of Lima)

4. Relations Since World War II. Latin America tended to look to the United States less for leadership in their fight against Communism, and more for economic assistance.

   a. Act of Chapultec

   b. Inter-American Treaty of Reciprocal Assistance

   c. Formation of the Organization of American States.

Possible understandings to be developed:

1. By 1890, industrial production in the United States had exceeded the domestic demand for the goods, and manufacturers started to look elsewhere for markets.

2. Several industrialized nations, the United States included, had become engaged in a race for control of overseas markets.

3. The United States did not seek to achieve control of the Caribbean by annexation of territory, but rather by establishing a system of protectorates.

4. The rationale for military intervention was strategic rather than economic.

5. The Roosevelt corollary to the Monroe Doctrine justified intervention by the United States in the Caribbean.

6. Even when imperialism was the objective of the United States in the Caribbean, the United States sought to gain the cooperation of all the Latin American nations under the guise of the Pan American movement.

7. When the Good Neighbor Policy statement was first made, it was regarded as meaningless by the Latin American nations.

8. According to the Good Neighbor Policy, the United States abandoned its right to intervene in L. A. affairs.

9. The new economic policies of the Good Neighbor Policy encouraged lower tariffs and free trade.

10. In dealing with problems of hemispheric security since the Good Neighbor Policy, multilateral cooperation was the key to successful U. S. - L. A. endeavors.

11. U. S. - L. A. relations prior to and during W. W. II were unrestrained and friendly, but the seeds for future misunderstanding were sown.

12. After World War II, Latin America tended to look to the United States less for leadership in their fight against Communism, and more for economic existance.

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Beals, Carleton. America South. New York: J. B. Lippincott Co., 1937.

Very dated for this section, but contains an effective analysis of Pan Americanism.

Burns, E. Bradford. The Unwritten Alliance: Rio Branco and Brazilian-American Relations. New York: Columbia University Press, 1966.

Contains a history of United States - Brazilian diplomatic relations during the 19th and 20th Century. According to Burns, the traditional understanding of friendly relations is subject to debate.

Dozer, Donald Marquand. Are We Good Neighbors? The Decoder of Inter-American Relations: 1930-1960. Gainesville, Florida: University of Florida Press, 1959.

Contains the factual basis for the general belief that the Good Neighbor Policy resulted in a decrease in unpleasant sentiments. Professor Dozer has presented abundant evidence to explain the deterioration in Inter-American relations since 1945.

Duggan, Laurence. The Americas: The Search for Hemisphere Security. New York: Henry Holt and Company, 1949.

Though this study is somewhat dated, the analysis of the inter-American conferences is good. In addition, the historical background of inter-American relation is strong.

Gerossi, John. The Great Fear in Latin America. New York: Collier Books, 1965.

A very critical study of United States policy in Latin America. The ambiguities are strikingly presented.

Hamlin, D. L. B. The Latin Americas. Toronto: The University of Toronto Press, 1960.

The article, "Texture of Life in Latin America,"is a clear presentation of the differences in life style between the United States and Latin America. An understanding of these differences is helpful in understanding why our Latin American foreign policy has failed in many areas.

Haring, Clarence H. South America Looks at the United States. New York: The Macmillan Co., 1929.

For this section, Haring's analysis of Pan Americanism is useful. Otherwise, this study is dated.

_____. South American Progress. Cambridge, Mass. Harvard University Press, 1934.

An indictment of early U. S. actions in Latin America. Written before the Good Neighbor Policy, the thesis is that the U. S. must promote solidarity (Pan Americanism) for selfish reasons. Ch. VIII.

Herring, Hubert. A History of Latin America from the Beginnings to the Present. New York: Alfred A. Knopf, 1967. An objective analysis of inter-American relations since 1895.

Holmes, Vera Brown. A History of the Americas from Discovery to Nationhood. New York: Ronald Press Co., 1950.

Lieuwin, Edwin. Arms and Politics in Latin America. New York: Frederick A. Praeger, 1960.

Analysis of the reasons why Latin America assumed a low priority position of World War II. Part two.

_____. Generals vs. Presidents: Neomilitarism in Latin America. New York: Frederick A. Praeger, 1964.

An analysis of present day militarism as a political fact in Latin America, and the reaction to this by the United States.

_____. U. S. Policy in Latin America. New York: Frederick A. Praeger, 1965.

The emphasis in this study is on U. S. - L. A. relations in the 20th Century. Mr. Lieuwin has interpreted the objective criteria, and the result is an excellent analysis of overall U. S. Policy in Latin America.

_____. Venezuela. New York: Oxford University Press, 1961.

A good case study for 20th century/foreign policy. Ch. VI: International Relations.

Ruiz, Ramon Eduardo. Cuba: The Making of a Revolution. Amherst, Mass: The University of Massachusetts Press, 1969.

A good portrayal of the failure of our policies in Cuba.

Schurz, William Lytle. Latin America: A Descriptive Survey. New York: E. P. Dutton and Co., 1941.

Somewhat dated, but useful for a background to U. S. policy in Latin America during the 20th Century.

Smith, Oscar Edmund. Yankee Diplomacy: U. S. Intervention in Argentina. Dallas: Southern Methodist University Press, 1953.

A basic means of instituting U. S. policies is through the process of intervention, and the results have been disastrous for both the United States and the countries concerned in Latin America. This study gives a background of the U. S. intervention in Argentina, and an analysis of the intervention.

D. Hemispheric Agreements and Conferences

(This is an optional section. If the teacher has included an analysis of the major agreements and conferences in the preceding sections, it is not necessary to include them at this point).

Bibliography

Duggan, Laurence. The Americas: The Search for Hemisphere Security. New York: Henry Holt and Company, 1949.

The Appendix is a synopsis of inter-American Conferences from 1820 to 1948.

Lieuwen, Edwin. U. S. Policy in Latin America: A Short History. New York: Frederick A. Praeger, 1965.

The conferences and agreements are a part of the overall situation, and Mr. Lieuwin has done a magnificent job analyzing each conference and agreement.